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A. E. WINSHIP.....EDITOR

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National Education Association, June 28-July 4, Indianapolis, Indiana.

PERSONAL AND PROFESSIONAL RECOLLECTIONS

The article in this issue, under the above title, has been written at the urgent request of many of our older readers, though with many misgivings, realizing that the general interest of these "recollections" is problematical. The most significant factors in the life history of one whose fields of action have been as widely separated as ours, are professional rather than personal. The article may not be without human interest for those who know the editor of the Journal only as a writer and speaker.

Seventeen states require a certificate of physical fitness for the issuance of permits to children entering employment, which is equivalent to saying that thirty-one states do not require such a certificate, and yet some decent people object to the Child Labor Amendment to the Constitution.

MARION LE ROY BURTON

In spite of the suggestive warnings we were totally unprepared for the announcement of the death of President Burton of the Michigan State University. It had never occurred to us that he could pass on at this time.

He was born in Brooklyn, Iowa, August 30, 1874. He often referred in public addresses to his experiences as a newsboy on the streets of Minneapolis. He literally worked his way into Carleton College and through Carleton College, so that he was twenty-six years of age when he graduated. Then he taught and preached his way through two years of graduate work at Yale, but despite this delay he was president of Smith College at thirty-four years of age, and looked even younger, so that he was often spoken of as the "boy president."

From the first he was an exceedingly popular speaker. Tall, graceful, genial, clever in using opportunities, friendly to the end of the limit, always forward looking without any disrespect for tradition, he had an exceptionally appealing personality.

At Smith College he achieved precisely what a woman's college in America needed sixteen years ago, what no other man could have done at that time.

To go from Smith College to the State University of Minnesota, to go from the successorship of the oldest New England college president to succeed George E. Vincent, the whirlwind orator among university presidents, was an administrative test such as no one has ever had.

His success at Ann Arbor has been unsurpassed whether judged by loyalty of a large faculty, personal leadership of one of the largest aggregations of young men in America, masterful handling of legislatures, or in commanding the admiration of all classes of people in a great state.

The temptation to be personal is irresistible. Our first intimacy with Dr. Burton was at the University of Vermont, when we were both among those who were honored with the degree of Doctor of Laws. It was one of the happy combinations of circumstances that threw me into close relationship to him and made us warm friends thereafter.

It was also a happy circumstance for me that we were thrown together for two days when he knew that he was to be elected to the presidency of the State University of Michigan before there had been any public announcement. In the quiet of our conference he went over all of the conditions that made him hesitate to leave the Minnesota university after so short an administration, and those which made Ann Arbor so appealing.

In all the years, with many intimacies, there has been nothing quite as precious as the opportunity to see the working of a man's mind in such a crisis. It was my admiration for President Burton that took me to Cleveland last June to hear his nomination of Calvin Coolidge.

ROBERT A. WOODS

The social settlement known as "The South End House" is one of the most important institutions of Boston. Located in what was for many years the largest lodging house section in the United States, its beneficent influence in bringing together people of diverse interests and varied social classifications has been immeasurable. The upbuilding of this great centre of neighborliness and helpful social service was the life work of Robert A. Woods. His untimely passing, February 18, was a calamity to the city, state and nation. Lasting will be the fame of this modest and phenomenally successful worker for the betterment of human relations and the realization of the finest ideals.

Americanization is life in an American community. It can never be individual isolation.

WAR OF MEDIOCRITY ON EXCELLENCE

President Butler of Columbia University in his annual report to the Board of Trustees demands that the universities should displace "pasteboard heroes and papier-mache leaders of opinion" with leaders of "tried and tested courage, of sound and well-grounded knowledge, and of that far-seeing vision by which alone a people may be kept from perishing. . . . The ant-hills of civilization are always crowded; its beehives are too often empty. It is the function of a university to help populate the beehives.

"Were a university to confine itself to the truly excellent, it would immediately subject itself to the criticism that it is aristocratic. If it be aristocratic to seek for the best, to deal with the best, and to exalt the best, then a university, like all education, is essentially aristocratic. If it be not the purpose of education to uphold standards and ideals and to raise an increasing number of human beings to a plane where they can and will conform to these standards and uphold these ideals, then surely education is without any significant meaning whatever.

"To starve youth by depriving it of intellectual and moral nourishment, and to cripple it by depriving it of the discipline of experience, are among the newest and most popular forms of cruelty that have been devised to make education impossible.

"The results are apparent on every hand. Much of the spoken English of both teachers and taught would assuredly affright even the venerable Bede, who was accustomed to simple beginnings. The ability to read has well-nigh disappeared if the reading be serious, instructive or ennobling; the ability to write, so far as as it exists at all, delights to manifest itself in forms of exceptional crudeness and vulgarity; the ability to perform the simplest of mathematical operations is, to all intents and purposes, confined to teachers of mathematics or to specialists in that subject."

DAVID A. SNEDDEN'S OPINION

Dr. David A. Snedden of Teachers College, New York City, is the most heroic of educational leaders in opposition to several of the professionally accepted positions on education. Here is one of his most emphatic protests:—

"The average high school never will be the place for vocational education. The high school is the place of general education where the curriculum is devoted to courses intended for the liberal arts education, and by which more intelligent civic and moral citizens are built. I will never be reconciled to the idea that vocational training is of any practical benefit to the child under sixteen years of age. It would be better if the child at the end of his high school education, when he is a little more than sixteen, were placed in a vocational school under a concentrated three-year course. The number and kind of regular vocational schools in the state would depend on the trade and industrial demands, but four or five at the most would be sufficient. That would take better minds to the trades and would permit the general high schools to pursue their liberal arts courses. On the other hand, pupils of backward dispositions and mental deficiencies would cease retarding progress in the study classrooms, and would have a place to learn a trade as thoroughly as would be capable for them in a much shorter time than is possible under the existing system. Stenography and home economics, I would add, are all right in the general high school, for they detract little from the time that should be given the liberal arts."

OHIO EDUCATIONAL CONFERENCE

The fifth annual Educational Conference at the Ohio State University, April 2, 3, 4, will be one of the notable events of the season. There will be three general meetings and twenty-six sectional meetings, to be addressed by approximately 100 speakers. The sectional meetings will stamp this conference as a "working conference." The keynote for the conference as a whole has been announced as "Democracy and Education" and all of the meetings, general and sectional, will centre their discussion around this topic. Sectional meetings will be held by the following groups: Art, biological science, city superintendents, clinical psychology, commercial education, county superintendents, educational and intelligent tests, elementary principals, elementary teachers, English, High School Principals' Association, history, home economics, industrial and vocational education, junior high school principals, Latin, mathematics, modern language, music, non-biological science, Parent-Teacher Association, physical education, religious education, school librarians, special education, and teacher training.

The attendance last year was above 3,000, and this year the attendance will surely be larger.

GEORGE WASHINGTON UNIVERSITY

The one-hundreth anniversary of the first commencement of George Washington University, Washington, D.C., was commemorated December 15, 1924, by exercises of great historic interest. That first commencement, December 15, 1824, was honored by the presence of the President of the United States, General Lafayette, the Secretaries of State, War and Navy, and many members of Congress. The congressional delegation was headed by Henry Clay, speaker of the House.

At the commemoration exercises Ambassador Jules J. Jusserand, veteran envoy of France, was the guest of honor and principal speaker. He cited many interesting historical facts in connection with the triumphal return of General Lafayette to this country, and declared that the great university of which George Washington dreamed is now realized in the school which bears his name.

Dr. Harry C. Davis, secretary of the board of trustees, gave an inspiring account of the first commencement, stressing the honor paid to Lafayette.

A part of the celebration was the dedication of a Lafayette memorial alcove in the university library. Here will be hung a portrait of Lafayette, copied from one now in the Capitol.

The cornerstone of the new Law School building, to be called Stockton Hall in honor of Admiral Charles H. Stockton, president of the university 1910-1918, was laid with impressive Masonic ceremonies. Charles Roberts, grand master of the grand lodge of Masons in the District of Columbia, spread the first cement with a trowel used by George Washington in laying the corner stone of the capitol. The national importance of this building is shown by the fact that a tenth of all the law students in the United States are in Washington.

NATIONAL SUMMER SCHOOL

The National Summer School at the Utah Agricultural College, Logan, Dr. E. G. Peterson, of the College, director of the summer school, will present another famous program from June 15 to July 23.

Professor T. N. Carver, department of economics, Harvard University, than whom no one ranks higher in the science of economics and in its application to present-day affairs in the United States, will be on the faculty the entire summer quarter.

Professor Charles A. Ellwood, University of Missouri, president of the American Sociological Society, and second to no one in sociological science, will also be at the National Summer School for the entire summer quarter.

Other faculty members will be: Professor W. C. Allee, department of zoology, University of Chicago; Miss Alma Binzel, educational director, American Federation of Child Study, Child Psychology and Habit Formation; Professor James E. Boyle, agricultural economics, Cornell University; Professor Henry C. Cowles, botany, University of Chicago; Professor Peter W. Dykema, director of music education, Columbia University; Professor Raymond Franzen, psychology, University of California; Miss Edna Giester, lecturer in recreational leadership, Columbia, play and games; Miss Mary Wood Hinman, special teacher at Columbia and Chicago Universities, dancing and pageantry; Professor R. B. Kester, accounting, Columbia University; Professor W. H. Kilpatrick, education, Columbia University, education and the philosophy of education; Professor George C. Louderbeck, geology, University of California; Professor E. V. McCollum, nutrition, Johns Hopkins University; Professor E. Laurence Palmer, nature study, Cornell University; Mrs. E. Palmer, formerly professor of geology, University of Washington, editor, Cornell Rural School leaflet; Dr. M. J. Rosenau, preventive medicine, and director School of Public Health, Harvard University, health education and public health; Professor G. G. Sedgwick, English, University of British Columbia; Miss Elga M. Shearer, primary and elementary grades, Long Beach, California, education; Professor Frederick J. Turner, history, Harvard University; Professor John A. Widtsoe, formerly president of University of Utah and of the Utah Agricultural College, irrigation practice and economics; M. L. Walker, Washburn Manufacturing Company, Worcester, Massachusetts; Professor Shailer Mathews, dean of the Divinity School, University of Chicago; Professor Edward Howard Griggs, New York City; Professor E. A. Steiner, applied Christianity, Grinnell College, Iowa.

A TRIUMPH OF STENOGRAPHY

The Willett case in the Norfolk County superior count, in which a verdict of $10,534,109 was returned by a jury a few days ago, probably required the most voluminous record ever made in a Massachusetts case. The trial lasted 184 days. The record included all of the testimony, the charge of the judge, every word spoken in the numerous conferences, and the 954 letters and papers marked as exhibits, a total of 17,400 typewritten pages, or more than four million words. The judge's charge contained about 72,000 words.

The notes were taken by three stenographers, each working ten to fifteen minutes at a time. As soon as a period was finished the notes were read rapidly into a dictaphone. Typists copied from the dictaphone more slowly. Every copy was read back to the stenographer and corrected in every detail. Complete typewritten records of each day's proceedings were ready for judge and attorneys the next morning. This amazing exhibition of industry, speed and precision, sustained for a long period, is another marvel in this wonderful age.

PROFESSIONAL AND PERSONAL RECOLLECTIONS

ALBERT E. WINSHIP

It has been more interesting than I anticipated to look back over eighty years, and the most interesting feature is the individuality of the Methodist Village of Cochesett, Massachusetts, in which I was the first child born, and of those there born I am the only man now living. Two women are now living, Mrs. Mary Smith Osgood of Los Angeles and Mrs. Augusta Winship Muzzy, Fort Wayne, Indiana. This interpretation of Cochesett confines its personnel to the eight families centred there in 1840 to 1845 for the purpose of creating a Methodist village.

West Bridgewater, Massachusetts, is the southwest township of Plymouth County twenty miles from Plymouth Rock, and its citizens ninety years ago traced back to Mark Lothrop and two associate Englishmen who came by way of the Plymouth Pilgrims. These Pilgrim descendants had been in West Bridgewater for 200 years. They had Pilgrim dignity, Unitarian aristocracy and British thrift. They had a big meeting house, a big town house, with scholarly clergymen well supported, an eminent lawyer, a prosperous iron foundry and shovel works, a well-managed store, the post office, and an unusual percentage of Harvard graduates. For 200 years every town officer was elected from their number. They had the Legislator when the turn came for West Bridgewater to provide the candidate, had once had a Congressman, and received all attentions of the county officers of Plymouth.

On the western fringe of the township were several Baptist families who had received their religious convictions from the Providence plantations of Roger Williams no farther away than the landing place of the Pilgrims. They had a modest meeting house with no vestry and no rooms except the auditorium.

In 1840 Caleb Howard, who owned a large tract of land, lived at one end of a village street an eighth of a mile long, and a relative of his, Benjamin Marshall, lived at the other end. These men, well provided with this world's goods by inheritance, were deeply consecrated Methodists. This was especially true of Caleb Howard and his wife, "Aunt Nancy."

Caleb Howard had two sons and a daughter, and Benjamin Marshall had three sons, all exposed to Unitarian traditions and Baptist enthusiasm, all of which was repugnant to these men of intense Methodist convictions, and to safeguard their children, a Methodist community was indispensable, and Caleb Howard subsidized two carpenters, a blacksmith, two shoe manufacturers and a physician, making a total of eight families. All were ardent Methodists except the physician, who agreed not to be a Unitarian. Caleb Howard's elder son had the village store and the younger son had a saw-mill, and the carpenters—Elijah Smith and William Winship—built good houses for the six new families, built the store, and a real meeting house, with a vestry, a choir stage, and a steeple taller than that of the big Unitarian meeting house at West Bridgewater Centre.

Nothing of this disturbed the equanimity of the self-satisfied Centre until the Baptists and Methodists got together and secured a post office, a Cochesett post office, and persons living in that part of West Bridgewater could get mail without having it addressed to West Bridgewater. This was an unpardonable sin, and the guilt was fastened upon the Methodist enthusiasts, who were virtually ostracized socially and politically as long as I lived in Cochesett.

Of course, there were other families on the fringe of Cochesett. The Baptist church building was abandoned, and Cochesett was much more than the eight Howard-Marshall outfit.

Today no descendant of any of those eight families lives in West Bridgewater or within twenty miles of there, but I challenge any one to produce a better record of a group of eight families, religiously or civically, who composed the nucleus of a community ninety years ago. Every descendant of those families has given a creditable account of himself, and not one of them has discounted his inheritance. One was a millionaire, thanks to his leadership in the Dent Cracker Bakery in Chicago, the Kennedy Bakeries, and the National Biscuit Company. One is one of America's leading architects, the projector of the Blackstone and Drake Hotels of Chicago and leading theatres from Pittsburgh to the Pacific Coast as well as of several leading business blocks of various cities. One was a highly successful physician. Several have been editors, authors and college professors. One is prominent in the leading silk industry of America; three have been notably successful life insurance promoters. One is prominent in the forestry service; one is a judge in Iowa; several have graduated from Harvard, Wellesley, Mount Holyoke, Cornell, and Chicago University; several have been successful in professional or business life in Havana, in New Orleans, in Los Angeles, in Seattle, in Minneapolis, in Chicago, in New York, in Albany, in Springfield, Massachusetts, in several Massachusetts, Connecticut and Rhode Island cities.

Entirely aside from the personal functioning

of those eight families and their descendants there has been an immeasurable influence upon their neighborhood associates and their descendants. To have been one of the descendants of that group of Cochesett families is the chief event of my eighty years.

ANCESTORS

All that is of any possible interest in these Recollections is the fact that I am descended on my mother's side directly from Mark Lothrop, one of the "proprietors" of West Bridgewater in 1636; that her father was born in West Bridgewater, but went to Maine in his youth and brought up a family of nine children, Alson, Daniel, Leonard, Eaton, Nathan, Henry, Stillman, Rossa, and Druscilla, who was my mother. My sister Rossa and my brother William were both born in Maine. On my father's side I was descended from Lieutenant Edward Winship, who came to Cambridge in 1634, and some of his descendants have lived there ever since and I am now living there.

My grandfather, Isaac, moved to Maine and established a family of which my father, Isaac, was the eldest, and Oliver, William and Albert, and one daughter who died before I could have known her. My grandfather died in 1820. My grandmother lived with my father and I recall her perfectly. I knew all of my uncles on my mother's and father's sides intimately. Their families have given a good account of themselves.

CHILDHOOD DAYS

I have faint recollections of anything that I was or did in my childhood. I am always amazed at the vividness of childhood memories of writers of autobiographies.

The first distinct impression I have is of the Fremont and Dayton Presidential campaign, when I was eleven years old, and all that I remember of that is the fact that I was a member of the "Wide Awakes," and I doubt if I would remember that if I had not kept my Fremont and Dayton "Wide Awake" badge, which I had the great privilege of presenting to Mrs. J. C. Fremont in her Los Angeles home thirty years later.

My other distinct memory is of an event when I was twelve years old. It was connected with my joining the Methodist Church, and all that I recall is the trouble I made by insisting that I be immersed when others were not. The minister and congregation had to go with me through the woods to a little brook, about ten feet wide and two feet deep, and baptize me. I recall that I was quite a hero to the Baptist people. Those are the only two incidents I can recall in which I had a part in the first twelve years of my life. I remember several things that occurred in which I played no part, but I have no way of locating dates.

UNCLE CALEB AND AUNT NANCY

Caleb Howard was a silent man unless Fundamentalism was in jeopardy, when his word was law and gospel in that village. He was the only Methodist I ever knew who would not open his mouth at any service, even in the traditional class meeting always held in his home. Never in prayer or testimony did I hear the sound of his voice. The greatest excitement of my boyhood days was the result of a lecture on geology by a man who hired the vestry of the church for a series of lectures, paying the small charge in advance. Every one was at the lecture. It was the first lecture I ever heard. It was illustrated by charts. It upset the theory of six-day creation. It was an earthquake, a cyclone, a tidal wave, all at once. Uncle Caleb was not there. He never went to anything, but Aunt Nancy was there, she went to everything. At the close of the lecture there was a mad rush for Uncle Caleb. It was a frenzied night. The next day Uncle Caleb forbade the use of the vestry for the other lectures. The lecturer tried to appeal to the people, but none would listen to his appeal, and I remember with what a sigh of relief I realized that the Bible was not to be destroyed by the lecturer.

COCHESETT SAVED AGAIN

I was seven or eight years of age when the Know Nothings scare jeopardized Cochesett. There was no Irishman or Catholic on the Main street of Cochesett, but on a side street lived Patrick, who looked after the gardens of the Methodists, and Bridget, who did the washing and cleaning of the Methodist housewives. There was not another Irishman anywhere near there.

The village blacksmith make a weapon of defence for every Methodist. It was of steel, fifteen inches long, two inches wide, sharpened to a point. It was set in a handle about three feet long. In every Methodist home there was one of these weapons at the head of the bed of every man ready for action in case Patrick should arise for the slaughter of the native Americans. A more peaceful man never lived. I was as scared as the other children, and used to make sure every night before I went to bed that every window was fastened. It

has been interesting to follow my associates in the times of A. P. A. and Ku Klux Klan excitement, and not one of us has ever been susceptible to a second attack of this excitement. We had it for all time when we escaped the vengeance of Patrick.

SCHOOL EXCITEMENT

Another great excitement centred in the campaign for a new schoolhouse. Before the creation of Cochesett, a little one-room green schoolhouse, a quarter of a mile south of Cochesett, had been adequate. A mile south of Cochesett was a settlement of thrifty farmers, the chief settlement in West Bridgewater, outside of the centre, until Cochesett was created. Half a mile to the west of Cochesett was a smaller settlement, and all children from "The Neck," as the thrifty farmer district was known, and the "Hill" as the other community was designated, walked to the little green schoolhouse, but when Cochesett had children to go to school there had to be a new schoolhouse, and where should it be located? I was ten years old when the new, two-story, two-room building was erected in Cochesett, but before the location victory was won there were tragedies.

Of course the Cochesett vote was solid for the new location, but it needed the vote of the "Hill" people. The "Neck" people appealed to the traditional prejudice of the "Hill" people against the Methodists, but in vain. On the evening when the test vote was to be taken all boys as well as men were there. It is as distinct as yesterday. I have no remembrance of what was said, but I have a vivid picture of seeing one of the men lifted by the crowd and sent through the unopened window, and I can now hear the crashing of glass as he was deposited outside.

A short time after that the big boys, in imitation of that evening performance, put the man teacher of the school out of an unopened window during school hours. It was not as good a job and did not appeal to me as wise as that of the evening. My sympathy was with the teacher, and though he never came back to teach, the big fellows were never heroes to me.

BOYISH PRANKS

There were no vicious boys in Cochesett in those days. They were all good Methodists, were mostly church members, but there were cruelly mischievous pranks played by the heroic ones. The only one that impressed me permanently was connected with pulling the spike out of hogsheads of rain water. My father had two of these hogsheads, for he was always preparing for a drought as for everything else. He was the only man who had two hogsheads. He had no window from which boys could be seen as they approached the water supply, but my Uncle William, living across the street, could see the boys if they approached around the corner of the house from the rear. He was younger than my father and a good sprinter. It was known that the boys had designs on these hogsheads on a given evening. The boys wanted it to be known. There would be no fun if there was not some real achievement over a watchful guard.

As the hour of danger approached Uncle William was on the watch. He saw the boys steal around the corner and he made a mad rush out of his house only to be tripped by a rope duly installed, and he went heels over head amid a roar of laughter from the boys around several corners. My father heard this laughter, and he rushed out the door near the hogshead, and he, too, went sprawling and sliding all in a heap, thanks to a rope placed to greet him. The Winship brothers crept back into their houses.

That was the end of this particular prank. The boys had triumphed in great shape and were content. I was not in the game. I was too young probably, but I had no thought that these boys were going to the bad. I was in the house, but I did go out of the room to giggle when I saw my father come in. I recollect that evening well.

SCHOOL DAYS

I recall little of my school life before I was thirteen. When I was ten years old the new schoolhouse was dedicated in Cochesett. There was a schoolroom down stairs and one upstairs, and I recall that I never went to the downstairs school. I remember that all of my teachers were graduates of the Bridgewater Normal School, and they were very much in earnest in their teaching and appreciative of my work, but I have not the slightest remembrance of what we studied.

My first distinct school impression was when I was thirteen years of age. My sister had married a young physician, and went to South Freeport, Maine, and I spent four months there, and went to the village school. I did not try to fit into any of the classes, but gave all my time to Greenleaf's Higher Arithmetic, performing every example and solving every problem. The teacher compared my answers with her "key." It was like child's play to me. From that day until two years ago I have had an impression that I was rather brilliant when at South Freeport, but when my sister broke up our Cochesett home, two years ago, she unearthed my diary, kept at South Freeport. One glance at it took all the conceit out of me. I promptly burned it

for fear my grandchildren would see it.

I always was "brilliant" in number work. Nothing ever troubled me. I relished it as a luxury, but I should have won no prize had I entered any essay or spelling test. The next year, at fourteen, in the home school I went the limit in geography and astronomy, rushing through the biggest books in each as I had in Greenleaf's Higher Arithmetic the year before at South Freeport.

The latter part of my fourteenth and the whole of my fifteenth years were of surpassing importance. My brother-in-law, Dr. Fred W. Shaw, had come from South Freeport, Maine, to North Dighton, Massachusetts, and I was with them most of the time but did not go to school. I was, as always, a ravenous reader, and the doctor had a fine library. His practice was extensive, and I rode with him practically all the time. He was one of the best informed men I have ever known. It was a liberal education to be with him.

One of the events of my life was going with him to Myricks, to the great Fourth of July meeting, where I heard Charles Sumner in the first address he made after the brutal assault by Brooks in the United States Senate. The effect of the blow he received in his seat in the Senate was such that Senator Sumner had to go into retirement for special treatment.

Henry L. Dawes, afterwards a United States Senator, was, as I heard him that day, a wiry, nervous, brilliant speaker. He preceded Senator Sumner. I had been favored with hearing the great Anson P. Burlingame in his Congressional District. I worshiped Burlingame, but there was something in this occasion in which Dawes depicted the assault on Sumner which gave me my first passion for oratory. I later came to know Senator Dawes and Congressman Burlingame rather intimately, and I never lost the charm of those orators as I heard them in my teens.

Then there was Senator Sumner's address! Of course I had read and re-read the newspaper account of the Brooks assault upon Senator Sumner. The New York Tribune, under Horace Greeley, had come to our home from its first issue, and I had devoured it passionately. To see Charles Sumner, to hear him was an event quite beyond my power to describe.

In those years with Dr. Shaw I "read medicine." It was easy reading, because he would have me read about the various cases he had and he talked medicine. The literature of homeopathy is as fascinating to me to this day as a novel. When he died a few weeks after he enlisted in April, 1861, I inherited his library, which I cherished and read for years.

After the death of my brother-in-law, until I entered Bridgewater State Normal School a year and a half later at seventeen, I went to Bridgewater twice a week to recite Latin to Squire Hale, by far the biggest man in the town, the only man of Bridgewater who had ever been in Congress and a famous scholar who had private students. It was the rarest "educational guidance" I have known.

Just before I was eighteen years of age I entered the Bridgewater State Normal School, which was but five miles away. As I have said earlier the West Bridgewater Centre people, old and young, had not appreciated the Cochesett people, which accounts for the high significance of the comradeship at the Normal School of three fellow students of West Bridgewater—Simeon J. Dunbar, Heman Copeland, and Bradford Copeland. From that time I had no awe of people from the Centre.

I was younger than the men in the Normal School, and I learned much from men like George H. Martin, afterward one of the really great school men of New England. There were several men in school at the time who were a glorious inspiration to me. My youthfulness necessarily kept me a worshipful junior in the presence of experience, but nothing occurred that made any distinct impression upon me.

IN THE ARMY

When graduation time approached there was a call for volunteers to relieve seasoned soldiers for action at the front, and a group of young men, special friends of mine, in school and at home, answered the first suggestion of a "call" and for five months we were on duty at Camp Morton, Indianapolis, guarding prisoners captured from the enemy, relieving a regiment that was at once put in action, and the cumulative victories which culminated later in the collapse of the enemies' armies were in no small degree due to the relieved regiments at various points where inexperienced men were just as serviceable.

The fact that I was the only student who ever graduated from Bridgewater in uniform was my only distinction in Bridgewater days. Those five army months were really a desirable education, but as I was never "at the front," and as there was no sacrifice or hardship connected with it I have never posed as a war veteran. But opportunity offered later for a genuine after-war service.

"Cold Cheer at Camp Morton," for the Boston Traveler in its palmy days, which was later published as a booklet, won for me adequate fame for a time. I regret there is not room for that article in these Recollections. It may appear later, for it was, probably, the most effective writing I have done. It was a rather stunning reply to an article in the Century Magazine by a prisoner in Camp Morton who had become a prominent citizen of New York thirty years afterwards.

MY FIRST TEACHING

I reached Boston on the day before Thanksgiving of 1864, rushed out to Cochesett for Thanksgiving dinner, hustled back to Boston on Friday, joined the boys, sleeping on the floor of Faneuil Hall, begged to be excused from staying over for regulation "muster out," and on Saturday night slept in the district in Gorham, Maine, where I was to begin my teaching on the following Monday.

What a winter that was in Gorham over on the South Windham line! I was engaged at $22.50 a month and board—to board 'round.

But I was there because life with my uncle Oliver Winship's family had been my idea of a jolly life with the dandiest cousins a fellow ever had. So I boarded with them free of charge, and the first day my uncle said: "I have a colt that I have not broken to harness. If you will break him you may have him with sleigh and harness as long as you stay," and for sixteen weeks with that colt and sleigh I had, in the most literal way, the time of my life. I forgot everything I had learned at Bridgewater. I even taught a few little people to learn their a b c's, but I genuinely believe that I never did a greater service to the world in sixteen weeks than I did for the boys and girls who were in their 'teens, and I could justify the statement, I think, if I should take the time to record what those young people did in life.

THE ART OF DEBATING

I had always done some speaking, especially in the Lyceum of the Bridgewater State Normal School. Of course, it had been exceedingly amateurish. But in the winter of 1864 and '65 in a dyed-in-the-wool anti-war community I debated, either as the challenged or the challenger, in almost every schoolhouse within fifteen miles of the country-side of Gorham and Windham. Of course, I had the right side of every question, but I was facing expert debaters, and there were no referees, no code of ethics, no rules of the ring, and there I was at nineteen hurling javelins at lawyers and seasoned debaters and receiving their bludgeons in return.

I recall one occasion in a hot-bed of "Copperheads," where I was warned not to go, but I went with only one companion. I knew no caution, and I hurled my bitterest invectives at the "traitor," who jumped up with an oath, and I saw my finish, but what did I care for consequences. Suddenly from the crowd out in the entry rang out the voice of Colonel Millett, a big man fresh from battlefields, who shouted: "They don't dare lay a hand on you, for I'm here." Times out of number in the last sixty years, especially in the first half of these sixty years, when I played politics in some hectic campaign, I was most grateful for the experience with the anti-war "Copperheads" in the country districts of Maine in the winter before Appomatox.

After the exciting weeks in Gorham I devoted myself frantically to Latin and Greek at Kents Hill, Maine, at East Greenwich, Rhode Island, and in the summer with Squire Hale of Bridgewater. I have never done anything in my life to compare with the intensity of study in those two preparatory schools.

TEACHING IN NEWTON, MASSACHUSETTS

In September, 1865, I was recommended by Principal Albert G. Boyden of the Bridgewater State Normal School to teach four months for $50.00 a month in Newton. I reported for the examination by Dr. Bigelow of Newton "Corner," as it was then called. Newton had no superintendent for several years after that, but Dr. Bigelow, as chairman of the school committee, was a most skilful administrator of the schools. I signed a contract for $50.00 a month as principal of a small school in the Oak Hill district. At the end of the first two months, Thanksgiving week, to my surprise the check was for $125.00 accompanied by a note from Dr. Bigelow expressing surprising appreciation. When I went to Cochesett for Thanksgiving my father insisted that I send back the extra $25.00, because no young man of twenty could possibly be worth so much.

At the end of the next two months, that is at the end of my first four months, the salary was made a thousand dollars a year. My father never made any more comments to me but he told the neighbors that he could not understand the Newton idea of money.

In June, at the close of my first school year, and I only twenty-one years of age, the salary was made $1,350.00. This was continued until a year from the next January, when it was made $1,700.00 and I only twenty-two years of age. Remember that was fifty-seven years ago when salaries were low. Is it any wonder that I was a bit professionally dizzy? Naturally such salary strides attracted attention, and in February, just before I was twenty-three, as I was walking up School street in Boston, just opposite the City Hall, which was also the office of the city superintendent, some one put his hands on my shoulders from the rear, turned me about, and said, after congratulating me upon my success: "What are you going to do now?"

"Save money and go to college," I replied.

"Well, it will be a better education for you to come to Bridgewater and teach four years

in the Normal School," and with his inimitable smile, he said: "I don't believe you will ever go to college."

"Do you mean to say that I can teach in the Bridgewater Normal School?" I said.

"Well, of course I don't know what the State Board of Education will think of taking a man of twenty-three, but let's go up and see Dr. Philbrick, the member of the Board in charge of our school."

Now, it happened that Mr. Philbrick had been interested in my "career" because one of the Boston masters formerly in Newton wanted me in his Boston school. It all seemed like a dream. Here I was, a mere youngster, being urged by the famous Dr. Philbrick, superintendent of Boston, member of the State Board of Education, and Principal Albert G. Boyden, whom I idolized, to accept a position that was like a gift from heaven to me. As soon as I got my bearings I thanked them most sincerely.

Of the three and a half years in the faculty of the Bridgewater State Normal School there is no occasion to speak. How I did it I do not know. Zeal and devotion must have helped out. I did study furiously. I purchased the latest books in every subject I taught. I loved study. I had a passion which I still have for knowing the latest word in everything I had to deal with. I dipped into everything out of school, in town, country and state, politically, religiously, and educationally.

RECKLESS ADVENTURES

On December 5, 1924, the Parent Teachers' Association of West Bridgewater gave me a "Reception" as one of the "native sons," and Arthur C. Boyden, present principal of the Normal School, who was one of the students there in my day, made a most delightful address especially characterizing my Bridgewater life as one of high adventure, saying that nothing fazed me; that I was ready to undertake any reform in school, church or town. He seems to remember all sorts of schemes that I went into without asking whether I had qualifications for that special venture or not. I could write pages on the things I adventured in those three and a half years. The establishing of a public high school was the one characteristic achievement of which I have reason to be proud, but it was the most hazardous undertaking of my life, for the Bridgewater Academy was the idol of the town, and a fine new academy building had just been erected by generous contributions of the leading citizens.

The Brockton Gazette had a severe attack on the "youthful zealot" who expected the citizens to listen to him when all the important men of the town advised otherwise.

That town meeting was one of the crucial moments of my life. The other two members of the town school committee refused to endorse my plan. The Hon. Squire Hale, the most admired man in the town, a man who had private students, and whose private school I had attended, a man whom I worshiped personally, was brought out to be my undoing. He had not attended a town meeting in many years. After I had made my statement in advocacy of an appropriation for the high school, which was received in ominous silence—for even my associates on the Normal School faculty thought me crazy—Mr. Hale arose, and was greeted with loud and prolonged applause. He made a crushing speech, pointing to the service the Academy had rendered and the credit it was to the town. The public schools needed it, closing with a tribute to the public schools *in their place*. He closed with adequate applause. I rose to ask a question: "Have you, Mr. Hale, ever been in a public school in Bridgewater or anywhere else in your life?" I insisted upon an answer. The audience insisted upon an answer. He admitted without rising that he never had. The audience roared with laughter. "Well," I said, "I have visited every public school in the town every month since I have been on the school committee. I rest the case on the basis of my knowledge of the situation as against Squire Hale's lack of information." The vote for the high school appropriation was immediately passed unanimously, not even Squire Hale recording a negative vote.

GIGANTIC FAILURE

Inevitably, the selection of only a few events in miscellaneous activities gives the impression that one is invariably successful, which is never true of any one, least of all of one who has no outstanding achievement to his credit as is the case in these "Recollections." But of all failures one stands out so impressively that it has some general interest. About fifty-five years ago last November Wendell Phillips was candidate for Governor of Massachusetts on four tickets—Labor, Woman Suffrage, Anti-saloon, and one other. There was to be a public notification in Tremont Temple, Boston, with a notable address by the candidate. There was an admittance fee to help defray campaign expenses. Although I was chairman of the Republican town committee, I went to Boston, paid the admission fee, and heard the most remarkable address of my life. Mr. Phillips said he did not want to be elected, would not be a candidate were there the faintest possibility of election, that he had no qualification for the office, no taste for any of its functionings. Then he talked of the wrongs of Labor, of women, of the sins of the saloon, and closed with words

that thrill me now, after all the years: "I want to see how many men in Massachusetts will stand up and be counted."

I went back to Bridgewater that night, resigned from the Republican town committee, and devoted every spare minute until election day in the interest of the Wendell Phillips campaign. I never had more sympathetic listeners. All agreed that labor problems needed attention, and that the saloon problem was tragic. There was some doubt about the advisability of giving women the vote, but every one expressed admiration for my independence of party lines under such a noble leader as Mr. Phillips. I printed circulars at my own expense, had all literature from all four headquarters and paid boys to leave it at every house.

On election day I hired a man, paid him five dollars to pass out ballots at one door of the town hall, and I was at the other door. Most people came in at my door, took a ballot and expressed appreciation of my devotion to such good causes. Some magnified my devotion to labor, some to women, some to anti-saloon. It was a most encouraging day for me. While the ballots were being counted I held a reception by admiring friends, until the vote was announced: "For the Wendell Phillips Ticket, *Two*".—the votes of the man who had my $5.00 and my own.

For fifty-five years I have dodged every one who has come to me to help form a new political party. But it was worth much more than I put into it, for it gave me the personal friendship, yes, the intimate friendship of Wendell Phillips to the last day of his life. Some time I hope to write of the "Men Whom I Have Known."

ADVANTAGES OF FAILURE

One stinging rebuke nearly fifty-five years ago got into my system for keeps. I do not recollect specifically any of the complimentary things that have been said.

Theodore Wilbur was the one prominent man in Bridgewater whom I had known from the time I was eleven years old, thanks to his early friendship for my sister, ten years older than I. He could be counted on to back all my various local campaigns of progress.

One summer I launched a township-wide celebration in the Centre. It was the most pretentious affair that had been staged, but at one point the school in which the Wilburs were interested was utterly neglected. As I discovered it, too late for any change, I rushed over to where the Wilburs were to express my deep, honestly humiliating despair. Theodore Wilbur said, before I had a chance to say a word: "Albert, you always try to do more than you can do." For fifty-five years that has resounded in my ears whenever I have launched anything new. I have not always heeded it, but I have always tried to heed it.

PERSONAL AFFAIRS

The day that I entered the Bridgewater Normal School as a teacher, Ella R. Parker of Reading entered as a student. We had been acquainted through family friends, and in August, 1870, we were married. In July, 1871, on a fiercely hot day, our first child, a son, was born. A neighbor brought the morning mail, in which was a letter from William A. Wilde, a highly successful Boston stationer and New England agent for Iveson, Blakeman & Taylor, one of the biggest school book publishing firms of New York. In the letter he spoke of some of my adventures, which he had been watching, closing with the offer of a position at a salary larger than I could hope to get in a Normal school with a much larger salary after a year's experience. A man, on the day of the birth of his first-born son, is not quite normal. There was no member of the faculty in town. I went to Boston the next day, closed the contract, and resigned my position.

I was only twenty-six years old and had lived several lives. It is no wonder that, as Arthur C. Boyden so cleverly said at the West Bridgewater reception three months ago, that I "never hesitated to attempt anything."

SIXTEEN MONTHS AS AN AGENT

The sixteen months with W. A. Wilde as assistant New England agent of Iveson, Blakeman & Taylor, left unimportant recollection except that they had a most unhealthy influence upon my conceit as a success, and upon some other people as well, and nothing less than the head of a real publishing house would satisfy my ambition, especially since adequate capital was offered from various sources. All conceit, ambition and courage were swept away by the Boston fire of 1872, and its small successor on Cornhill three days later. From that day to this neither fame nor fortune has found lodgment for any germs in my experience.

I stood up heroically under the big Boston fire because our stock of goods was not in our place of business at 3 Milk street, because the epizoötic horse distemper—which was responsible for the great fire—had made it impossible to get our stock from the railroad station. On the day following, Monday, we had a yoke of oxen driven up from Bridgewater, and on Tuesday the entire stock of books and stationery was carted to 1 Cornhill, for my former associates, W. A. Wilde & Company, had asked us to come and work from their place. On Wednesday, three days after the Boston fire, W. A. Wilde & Company were burned out with all of our uninsured and

unpaid-for stock. Naturally this business experience of sixteen months for a school man of twenty-seven was no preparation for such a shock.

I have never so surprised my friends as when I positively refused to accept any business offers and superstitiously resolved upon a life of service, and the church seemed the natural line of functioning. What "shell shock" was to the men "over there," those two fires were to me, and ultimately I went to Andover Theological Seminary. It was in the days of Edward A. Parks, Austin Phelps, Professor Churchill, than whom I have never known more wonderful men. To have been at Andover in those months was an experience that could not be paralleled. It eventuated in my acceptance of a call to the Prospect Hill Church, which was then forming in Somerville, Massachusetts, where I remained nine years and enjoyed the leadership of young people such as could not be easily matched.

In the nine years' pastorate with young people I was writing on education for magazines, daily and weekly papers—especially for the Journal of Education from its first year, culminating in my first book, "Methods and Principles in Bible Study," which established my standing in education which made my ultimate return to the educational field inevitable.

IN THE EDUCATIONAL GAME

I was never out of the educational game, though it was never my only game. As said already, at Bridgewater I was on the town school committee. When I was in business I lived in Reading, Massachusetts, and before I could legally serve I was elected on the school committee, and, as no one seemed to know that it was illegal, I served as long as I lived in town. In Somerville I was on the city school committee, and for eight years I was on the Massachusetts State Board of Education.

While teaching in the Normal School I lectured in State Institutes as did other members of the faculties, and in New Hampshire as the others did not at that time.

A REAL ACHIEVEMENT

One incident made me fairly famous in New Hampshire and probably had some influence in my being offered the principalship of the Plymouth (N. H.) State Normal School when it was to be established. Since it is probably as characteristic of my habit of mind as anything that ever happened I venture to report it.

A college professor of New Hampshire had a habit of carrying with him two small pieces of stone each with many irregular sides, and asked lecturers and others to put them together, saying they were originally one stone and that there were two sides that fitted perfectly. He had carried them with him for a long time and no one had ever succeeded in putting them together. I asked to see them, and in a very short time I matched them.

"How did you get the key?" he asked excitedly.

"Out of my head," I replied.

"What do you mean by that?" he said more excitedly.

I said anyone who wasn't a fool could do a simple thing like that.

"Not without the key," he said, and I explained that all that was necessary was to take one face at a time and compare every face of the other one by one until one would know that it fitted without putting them together.

"Oh!" he said, as I did it in the presence of the whole Institute faculty and many others amid "Ah, ha!" Then he explained that there was a bit of iron pyrites about the size of the point of a pin on each of the sides that fitted, and that was "the key" by which he had always put them together. The next day I made a lecture out of that incident, saying that any attempt to find a key to any problem was artificial; that to put any two sides together without first knowing that they would fit was gambling.

IN THE NEW WEST

I had been to California in 1875 and again in 1882, and in 1883 I decided to take Mrs. Winship with me on my third visit to Colorado, including a trip to Chihuahua, Mexico, which was as far south at the Mexican railroad was then extended. It was a great trip, most enjoyable because we were to do it leisurely, as I had not traveled in 1875 or 1882. In New Mexico we were in Santa Fe for several days, and in Chihuahua about two weeks. In both places we were in close touch with the Congregational Mission work. In Colorado as well as in Santa Fe we were greatly interested in Congregational schools. As a result of this leisure life with missions and schools a vital interest was aroused in our church interests out there.

In school work I have always been a convention man, but I had taken no interest whatever in church conventions until my return from that trip in 1883.

The annual Congregational Home Missionary Society met in Boston just after my return, and I attended. In the business session I

learned that there was a rebellion in vogue; that a resolution had been introduced the year before appointing a committee on Reorganization, which reported proposing that no member of the executive committee should ever succeed himself because the present committee had served many years and there were many other men "entitled to the honor," etc. The chairman of the committee made a brilliant attack on the situation. He was duly applauded as he appealed for more democracy and less aristocracy. The secretary of the Society, at whom it was all aimed, walked down the farther aisle and up my aisle, saying to me without stopping: "You will reply to him."

I was stunned. I had never attended one of those meetings before, had never spoken in any Congregational convention. I saw a chance for a real fray. The spirit of the winter of '64-5 came back, and when he was seated I made one of the best speeches of my life. I was a pastor in the Boston district. I had been back from the Home Missionary field less than two weeks. I had promised the men in the field that I would plead their cause, and expressed my horror that the only issue before the Massachusetts Home Missionary Society was an attempt to change the constitution so that other fellows could share the honors. The setting was perfect, my ridicule was keen and not one vote was given for the reorganized report.

Before I left the church I was invited to be the chief speaker the next day before the convention of the New West Commission, which was in charge of Colorado College at Colorado Springs, and the "University" at Santa Fe, and the next day I was elected associate secretary of the New West Education Commission, and the following day I resigned my pastorate in Somerville. These were the most dazzling four days of my life.

My business was to raise money, mostly in New England, which was very easy with my platform experience. All the best pulpits of the denomination invited me, at every convention I was given the forefront.

In the field I established many schools, mostly in Utah, secured the best possible men and women to go to those schools. I spent about a third of my time with the schools in Utah, and the rest of it in the churches of the East and Middle West. It was a glorious life. But, the vision was suddenly dimmed. Utah established a public school system. I was ardently a public school man. Our academies in Salt Lake City, Ogden and Provo were needed, but my appeal for money had been on the ground that we had schools scattered over the state, where we were giving a a quality of education not given in those communities before. "The New West Commission" was a captivating title because it had no denominational slant. Utah had established a system of public schools, and Salt Lake City had elected a famous Christian superintendent from Iowa as superintendent of its schools. All of my arguments and appeals of three years must be abandoned. It was a most uncomfortable position for a man to be in.

I could see no light in any direction until on March 1, 1886, I had a telegram from Thomas Bicknell asking if I would buy his interest in the Journal of Education. I wired: "Probably. Leave for Boston tonight." On the sixth of March I launched on an unthought-of career as president of the New England Publishing Company, and editor of the Journal of Education. It was one of those emergency opportunities for me, but I have stayed by it for thirty-nine years. It seems to have been made for me, to fit my personality.

I have been adventuring a lot of times without jeopardizing my interest in education or my opportunity with the Journal of Education.

NOT MONOTONOUS

These thirty-nine years have not been monotonous. There has been no year in which the editing of the Journal of Education has been my only interest. Only occasionally for, at the longest, three months have I been tied down to the editorial desk.

On the other hand there has been no week in the more than two thousand weeks in which not more than three thousand words of my writing have been in the Journal of Education, and it has never been a burden. I have never felt pressed for something to write about. The work has always been a pleasure.

While there has never been any elective or appointive office that I would have accepted, few men have played politics more ardently than did I from my late 'teens until 1914. With the coming of the World War I realized that I had no adequate knowledge of Europe to justify political zeal.

A GLANCE BACKWARD

While I have seen every President since Lincoln, except Garfield, I was not in any wise intimately acquainted except with Hayes and Harrison, and incidentally with Arthur. Of course, I knew Cleveland, McKinley, and Roosevelt, and knew Harding well before he was President. I knew Grant rather intimately after he was out of office, but the high tide of my influence was with Benjamin Harrison, through whom, single-handed, as it were, I guided the appointment of Thomas J. Morgan as "Commissioner of Indian Affairs"; of William T. Harris as Commissioner of Education, and Thomas N. Hart as postmaster of Boston.

AS AN EDITOR

For thirty-nine years I have written the editorials of the Journal of Education, but prefer to speak especially of those written in the last thirty years. In the first years there was much fun in personalities. Financially it paid to "stir up the animals" and it was done with much spirit, but since then I have had "too many irons in the fire" to waste time in personalities, directly or indirectly.

In the Fiftieth Anniversary issue, on January 1, I said all that need be said of my relation to the National Education Association, unless it be to say that I have known intimately all leaders in the Association for fifty-six years, and as there had been only nine meetings before my first attendance, and as I knew every president of those nine meetings except James L. Enos, who presided at the organization in 1857, it is safe to say that no one, past or present, has had any such opportunity to know the Association as I have had.

The really surprising fact about this is that in these fifty-six years, in many of which I have had a more or less active part in the National Education Association, I have never had any part in the management, have never been involved in its politics, though often interested in the outcome of the politics. I have never met at any time any group of three persons to discuss whom to nominate or elect.

Another interesting fact is that in all the years the sum total of all moneys received from the National Education Association personally or for the Journal of Education for any service, either as railroad fare or hotel bills or cash, has been $37.50 for expenses to attend an emergency meeting in Washington in 1918, and of that $37.50 I contributed $25.00 to the emergency fund. I refer to this, not as any virtue on my part, but as indicating that in an unprecedented length of service, I have not been involved in that line of service which inevitably requires "expenses."

My editorial work has been in reporting the better things rather than in exposing the worse things. I have never feared that the bad would ultimately triumph. I have never been interested in the disposal of pedagogical sewage. I have known that a sewer system was impossible without water works and I have devoted my time and thought to pure water, pedagogically, and an abundance of it. We have never reported yellow fever epidemics, pedagogically, but we have broadcasted the fact that there need be no yellow fever or malaria if there were no pestiferous mosquitoes breeding. It is infinitely better to keep malaria out of the system than to pour quinine into the system.

DEMONSTRATE RATHER THAN EXPERIMENT

We have rarely reported a pedagogical or psychological experiment, great as the temptation has often been. We have seen, literally, hundreds of dazzlingly brilliant experiments sweep the profession off its feet; have been swamped with manuscripts from method-possessed and device-crazed people who thought us an antique institution because we returned their manuscripts; but we have rarely heeded an experiment important as we know experiments to be; but we have never failed to study as soon as possible any demonstration of assured success.

Experiments are indispensable, but the public has no interest in them until they have been demonstrated as real achievements.

In Los Angeles recently a friend said, as we looked at a corner lot which could have been bought in 1882 for a small amount of money but is now of immense value: "My, but if you had bought it!"

"Yes, but every tempting proposition that I was urged to sell to my friends back East fizzled, and I would have a trail of people calling me a swindler."

I never wanted to be a swindler in pedagogy any more than in speculation. I have been a leader in dealing in visions in education. In the issue of the Journal of Education January 8, 1925, we republished my Commencement address at "The School of Pedagogy," New York University, in 1892, which would be up-to-date next year. We think we have been writing a third of a century ahead of the times more than once.

"Houdini" is in the news every day today. I recently destroyed a letter received from James M. Greenwood about twenty years ago in which, referring to an editorial in which I spoke of something educational as "Houdinian," he said: "Who is Houdini? You have a way of writing as though we all knew somebody or something which we don't know, and I want to know why this is 'Houdinian.'"

We have tried to be at the head of the profession, have never studied to be ahead. We have tried to discriminate between things achieved and things dreamed, between the vision and the visionary, and in so far as we have approached this we are gratified.

THE LECTURE FIELD

The record of my years on the lecture platform has been rather unusual in that it has not come through specializing on any subject, through the boosting of any institution, any publisher, any agency, or bureau, or because of any office ever held or identification with any propaganda promotion or crusade. And yet in the first twenty-two weeks of 1924 I lectured in twenty-two states, in fifty-four colleges and universities, besides conventions

of city, county and state. Yes, and the most complimentary success I have ever had was between January 12, 1925, in Arizona, California, January 13 to 27, and Ohio, January 31 to February 3. In some places and institutions I have lectured many years, and I have never pestered any one to provide an opportunity for me to lecture.

No one can suspect me of boasting of this in order to boost my lecture business, for I think it is fairly well known that there is now no lack of opportunity. I refer to it merely as a feature of my "Personal and Professional Recollections" which is really significant. Almost never does any one ask for my "subject" or for "literature" on myself or on my theme.

It has been difficult to persist in not giving lectures of reminiscences of men whom I have known, of Longfellow, Holmes, Wendell Phillips, John B. Gough, Mary A. Livermore, Julia Ward Howe, Edward Everett Hale, and other famous persons, but I have preferred to be always looking forward and not backward.

In December last a superintendent of a city of about 20,000 population, in renewing his subscription to the Journal of Education, wrote: "I wish you would write more of big educators rather than of little fellows of whom I have never heard."

I am going to heed his suggestion so far as relates to writing of "big educators," but not at the sacrifice of "little fellows," for if there is any service in the nearly sixty years in which my pen has played a part in all of my activities in which I have greater satisfaction than in any other it is the consciousness that my pen was the first to suggest a future for some "little fellow."

Recently one of the leading university presidents of America said: "I still have the first national recognition I ever had. You wrote it."

THE DIGNITY OF WORK

ALFRED OSMOND

Head of the English Department, Brigham Young University, Provo, Utah.

We have been taught that labor was a curse
That God pronounced upon the human race;
But, since we know that idleness is worse
And that its tendency is to disgrace,
We must believe it better to embrace
The curse. In modern times we are confessing
That in this mundane world of time and space
The things that often seem the most distressing
May carry to our lives the choicest kinds of blessing.

Behold the toilers in the open field,
Are they the subjects of this fatal curse?
They have the Balm of Gilead that has healed
The sickness of the spirit, which is worse
Than that which poisons of the body nurse.
They are the saviours of the world who feed
The vital force that struggles to immerse
Itself in helping others in their need,
And loving to perform the sane, unselfish deed.

The work that is assigned for us to do
Is but a means that helps us to prepare
The readiness in life to take our cue
When burdens come to us that we should bear.
Our lives will be more beautiful and fair,
If we avoid the tendency to shirk,
And manifest a willingness to share
The labors of this life that choose to lurk
In all the richest fields of hard and honest work.

God bless the man who works, and may he live
To see the kingdoms of the truth unfold
The golden gates of progress that will give
A form of wealth more valuable than gold.
The world itself may wither and grow old,
But there are matchless monuments of toil
Which stand through ages that are dark and cold,
While millions shuffle off this mortal coil,
Because they have been built upon eternal soil.

EDUCATION

JUDGE ELBERT H. GARY.

[Address at inauguration of movement for Pittsburgh's "CATHEDRAL OF LEARNING."]

A CITY and a nation are what the citizens make them. Their individual opinions and efforts are reflected in the standing and rank of the nation and state and city or village.

After all is said it will be conceded that the strength, character, reputation and influence of a nation depend upon the education of the citizens. Education goes hand in hand, in support, and as a part of religion and piety.

Ignorance breeds crime, cruelty, dishonesty, disease and poverty. It results in suffering, decay, destruction and obliteration.

Everything that is done or said in favor of better and still better education is a step toward God and country and humanity. In self-defence, for the protection of life and health and happiness, the people must be educated.

The nation that is best educated in all respects will be the safest and happiest location for residence, and it will succeed in all contests with others for supremacy.

THE DEMOCRATIZATION OF EDUCATION

HECTOR L. BELISLE
Fall River, Mass.

Education in this country has not been as democratic as it was believed to be. Because our elementary and high schools have been supported by all from the proceeds of taxation and because elementary education has been everywhere compulsory under the law and secondary education optional in name, because in short everybody contributed to the support of the schools and everybody's child had a chance to go to school, there has been a mistaken notion that we really had a democratic school system. Facts have not accorded with appearances.

Both the elementary and secondary branches of the American public school system are copies of European types, modified to some extent, but essentially based on the lines of the schools long established in monarchical countries. Our graded schools are copies of the Prussian Volksschule, a school designed primarily for the children of the common people who were expected at the age of thirteen or fourteen to complete their education and give up all hope of securing any further educational opportunity. The school, therefore, covered a definite field but had no direct connection with any further type of education.

Our high school is a partial copy of the English, German and French secondary schools which form the upper part of a separate school system in those countries, including elementary and secondary schools closely related, the second growing out of the first, designed for the children of the upper classes. The European secondary school from which our high school is copied has absolutely no connection whatsoever with the European elementary school from which our elementary school is copied. This explains the fact that between our elementary school and our high school there has been no direct connection; in fact, there has been a tremendous gap which has resulted in immeasurable loss to the youth of this country.

Worst of all in bringing over from Europe these two types of school organization which were never meant to go together, and which in this country never did dovetail, we perpetuated the spirit which prevailed in the monarchies where these school systems originated. The monarchies of Europe planned to limit the amount of education which the masses of the people should receive. The opportunity for secondary and higher education was to be accorded to a chosen few.

So in this country a spirit of autocracy has ruled from the university to the primary school. The colleges have maintained, and most of them still maintain, exclusive requirements. High school teachers, being college graduates and familiar with the autocratic and exclusive spirit of the college, manifest the same disposition towards the students in their charge. The traditional attitude of high school teachers towards pupils who come from the elementary schools has been unfavorable, the tendency having been to say that these pupils were not good enough for the high school. Going down one step more, this feeling of superiority has shown itself among teachers of the eighth grade towards those of the seventh grade, and among those of the seventh grade towards those of the sixth, and so on. Everywhere from the university downwards, and at every step, except possibly in the primary grades, there has been a disposition to block the advancement of pupils, except on a selective basis, a disposition to establish a standard which only those with a good natural endowment could easily attain.

Within twenty years it has been shown conclusively that of all children who entered the first grade, taking the country as a whole, not more than one in three ever completed the grammar school course. While other factors contributed materially to this frightful elimination rate in the schools, the monarchical spirit of selection of the best and repression and suppression of the others contributed probably more than all other factors combined in preventing the advancement of the mass of American youth through the upper grammar grades. That same spirit shown in the high school, taken together with the gap due to the lack of connection between the elementary school and the high school, was chiefly responsible for the diminishing number of pupils who attended high schools.

The mistake was made of establishing a single standard of achievement and making advancement depend on selection. The school was publicly supported and supposedly open to all the children of the people, but in reality was open only to the limited few who had the capacity to meet an autocratically established standard. The schools, believed to be democratic and inclusive, were in reality autocratic and exclusive.

The last quarter century has seen an awakening to the seriousness of this situation. The rigid lines of autocracy and exclusiveness are being broken. Flexibility in school organization is appearing. The junior high school, after a long, slow period of incubation, has come forth as a connecting link between the two unjoined institutions, the elementary and the high school. The junior high school is a purely American product, planned to meet the needs of democratic American youth. It is designed to open the doors leading to the field of secondary education and to give to the children of all the people the opportunity which the old graded school system, copied from Europe, was never intended to give.

Again the field of secondary education has been so widened as to attract hosts of youth

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who were indifferent to the traditional high school course. The increase, therefore, in the number of youth remaining in school from fourteen to eighteen has been amazing.

That movement is not going to stop. With the constantly increasing economic well-being of the American people, the constant progress in cheaper and more abundant industrial production through the use of labor-saving machinery, it is inevitable that industry will gradually exclude younger people in order to provide adequate employment for their elders. The exclusion of youth from industry, primarily as wage earners, will make imperative the providing of additional opportunities for education, whether academic, vocational, part time or full time. As the secondary school hosts increase so proportionately will the demand for higher educational opportunity be heard.

A new stage in the development of the American educational system, therefore, is fast approaching. A hundred years ago the village youth who had finished his common school education went away from home to an academy. In the last hundred years the high school system has been developed, bringing within the reach of American youth everywhere the opportunity of securing secondary education at home. Now when colleges are so crowded that on all sides they are obliged to close their doors to applicants, the inevitable increasing demand for higher educational opportunity points to the development of systems of junior colleges which in the decades immediately to come will spread widely the opportunity for higher education, as the opportunity for secondary education has been developed during the last fifty years. Particularly will this be likely where population clusters about large centres. These junior colleges will undoubtedly be conducted on a day school basis as are the high schools, serving, however, not only the youth of a particular city, but of a fair-sized district.

With the establishment of junior high schools and junior colleges there will come into the system of American education two institutions born of the needs of America and moulded in the spirit of American democracy. These two institutions will inevitably dominate American education. For America, once it has fully realized the spirit in which the Junior High School and the Junior College are conducted, will not longer tolerate the perpetuation of the autocratic spirit which has controlled in the schools formed on European patterns.

Our school system was not a logical development; like Topsy, it "just grow'd." Out of its weaknesses and shortcomings, and out of the social and economic growth of the nation and the needs of American youth, there have been, and are being evolved, elements

which, fitted into the American school system, can make it logical. We are now in the midst of that process of development. Every teacher, from the university to the primary school, can contribute in hastening to bring about the new order.

WHO'S WHO AND WHAT THEY DO

CHARLES GRAY SHAW, professor in New York University, is giving as heroic defence of college boys as we have anywhere seen. In referring to the report made by the conference at Wesleyan College, Middletown, Connecticut, he says:—

"The passion for criticising is as old as the hills. Just now it assumes the form of snap judgments about the church and the school. Time was when reformers could centre all of their cynicism upon the American saloon, but since that institution has been removed from the street corner to make room perhaps for a beauty parlor these critics have swung around toward the institutions of worship and learning.

"The present idea is to the effect that our college boys have neither knowledge nor the desire for it. They don't know and they don't care to learn. What could be more superficial than such an opinion!

"As a matter of fact most students have more avidity for knowledge than their teachers can boast. In some cases the student in the chair is possessed of more knowledge and better judgment than the instructor at the desk. Students are just as intellectually inclined as faculties.

"In some of our American colleges seniors are doing the work of graduate students. They are working along advanced lines and working well. They form a better class than would an equal number of young instructors. They have brains, but are ashamed to let the fact be known. They need encouragement, not criticism."

EDWARD R. SNYDER, president of Teachers College, San Jose, California, who died in his home on January 13, was a man of exceptional ability, of notable experience and rare professional personality. No other man in official educational position in the state has had an experience in the state comparable to that of Dr. Snyder. About a quarter of a century ago Charles C. Hughes, then superintendent of Alameda, brought Mr. Snyder from the State Teachers' College at Greeley, Colorado, to inaugurate manual training in that little city. His success was immediate, and Dr. Daily selected him to put manual training in the San Jose Normal School. Mr. Snyder went East for his doctor's degree and upon his return went to the new normal school at Fresno, then to the superintendency of Santa Barbara, from whence he went to the State Department of Education as director of industrial education, where he stayed until July, 1923, when he succeeded Dr. W. W. Kemp, who went to Berkeley as Dean of Education in the State University. In every position Dr. Snyder was immediately and permanently highly successful, and nowhere more than in the presidency of the San Jose State Teachers College.

MISS JESSIE FLYNT, principal of large elementary school in Omaha, died on January 28, after twenty years' service in the Omaha schools. She was not only a teacher and principal of superior ability, but was a woman who thought in large units and had professional visions. A quarter of a century ago while teaching in Bellevue, outside of Omaha, she was president of the county association, and her annual meeting was one of the famous successes of those days. For several years she conducted educational summer excursions to Mediterranean cities. Superintendent J. H. Beveridge praised her highly in the Omaha papers, and Miss Belle Ryan said: "Miss Flynt was one of the most delightful women in the city. She possessed rarest culture, was an artist of unusual ability and a connoisseur of jewels, laces, tapestries and rare books."

M. H. DUNCAN, superintendent of Lander, Wyoming, is achieving interesting and important results in the Fremont County Vocational High School of that city, in which there is sanity in educational functioning, by trying to adapt all the school activities to present-day conditions and needs with the purpose ultimately to free the schools completely from all the things that stand in the way of their highest efficiency. Mr. Duncan has the full support of his Board of Education in attempting to exercise the same judgment in school administration as in other business affairs, retaining nothing because it is traditional.

CHARLES HENRY KEYES, president of Skidmore College, Saratoga Springs, who died January 16, was an educational leader of promise in the East as well as in California. He had a commanding personality, and for a third of a century was prominent in the National Education Association. He was president of the American Institute of Instruction and of the National Council of Education. He was a native of Wisconsin, and was superintendent of Jaynesville, and professor in River Falls in his native state. At twenty-eight years of age he was superintendent of Riverside, California, and was president of Throop Polytechnic Institute, Pasadena, at thirty-three years of age. At thirty-eight years of age he matriculated at the University of California and graduated with honors. He came east and studied at Clark University, was principal

of the high school, Holyoke, Mass., and superintendent in one of the Hartford, Conn., districts. At fifty years of age he matriculated at Columbia University, earning his Master's degree and Doctor's degree with honors. It was said by members of the faculty that he was the only student they had known to study with the virility of young manhood after he was fifty. He was promptly elected president of Skidmore Institute and for thirteen years demonstrated high administrative skill. It was our privilege to know Dr. Keyes intimately for more than a third of a century, and his was one of the prized friendships of life.

HENRY GRATTAN DOYLE, of the faculty of George Washington University, Washington, D.C., is not only a recognized leader among the younger professional men, but he has a prominent place in many community functions of the city. He is a native of Somerville, Massachusetts, and a graduate of Harvard University. He is responsible for all the reviews and editorials on modern language books in the Journal of Education, a service which has added much to the usefulness of this magazine for several years. In a recent address as president of the Monarch Club of Washington Professor Doyle said:—

"A school board should not be used by the members thereof to press personal fads or vent personal animosities, but rather to see that the children get good instruction and a 'square deal.' That is all the public is interested in. The direction of education is a sacred trust, in which the interests of the pupils must be paramount, and impose responsibility in a school system, and especially on a board which has control of the system. Education is one field in which the layman is tempted to think his ideas are just as good as the expert's. On the other hand, the expert is tempted to experiment with the children entrusted to his care in order to prove some pet theory. We do not send our children to school to serve as laboratory material for proving or disproving some theory, especially when educated persons themselves are at odds on the matter, any more than we would tolerate such experimentation on our children by a surgeon."

LAWSON G. LOWERY, head of the first Child Guidance Clinic of Cleveland. In its first two months it received thirty-six cases of troublesome children, declining to receive twenty others. Five were "closed" in the two months. Dr. Lowery's experiences and studies are of great public interest; far more interesting to the public than ordinary school work.

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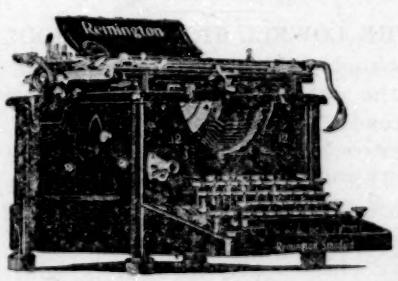

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REPORTS FROM THE EDUCATIONAL FIELD

MABEL M. ANDERSON

[We shall appreciate it if those who send in Reports and Documents will check notably important and progressive movements.]

THE CURRICULUM IN TERMS OF THE CHILD'S ACTIVITIES

For many years courses of studies have been outlined wholly in terms of subjects. Today there is a growing tendency to state the curriculum in terms of the child's activities or interests and then to show their relationship to the subject matter, says Superintendent Susan Dorsey of Los Angeles in the introduction to the course of study for the third and fourth grades just issued. This is the result of a changing viewpoint in education which now emphasizes the importance of the ability and will to do as over against a mere abstract knowledge of facts.

The program prepared under the direction of Miss Ethel Salisbury has been planned along these lines, introducing each topic with the activity of the child and following this with much oral work before the written work is presented.

THE COST OF PUBLIC EDUCATION IN PHILADELPHIA

The annual report of the superintendent shows that for the year 1923 the average cost per pupil was $77.86, number nine in ten cities of over 500,000 population. From the tables given the conclusions are that Philadelphia's average for high school expenditure is high; that the costs of her junior high schools are about average, while the expenses for the elementary schools are very low.

The report of the Federal Department of Commerce shows that Philadelphia spends 29 per cent. of her total expenditures for maintenance and operation of schools. She pays 16 per cent. for permanent improvements, and ranks seventeenth out of the nineteen cities reported in per capita expenditures. This is chiefly due to the large size of the classes in the elementary schools. If these could be reduced to the average, the expense per capita would still be nearly five dollars below the average for the nineteen cities.

Superintendent C. H. LeVitt of Savanna, Ill., has issued three cards to be given each month to the three factors in the schools of the city. The card for the pupil is called an "Enthusogram," and is given to the boy or girl who "can take a situation, analyze it, weigh the evidence, make inferences, and form an intelligent opinion, etc. In fine, is living each day a life, the elements of which must build the desirable citizen of tomorrow."

The "Come-On" card for the teacher asks several pertinent questions, such as: "Are you sold, unqualifiedly, to the idea that yours is the world's greatest necessity product and that back of it is the finest material for sales talk ever given a press agent? If so, Come On, let's go!"

"Courtesy" is the topic on the "Parent-Inspiration Sheet." "The schools are your schools. If we can gain your confidence, then will they become better schools through our united efforts. 'Welcome' is on our door mat and 'Come in' the pass-word which will always greet you."

ADULT EDUCATION

Adult education, both in the daytime and at night, will probably grow at an even faster rate than in the past, says Superintendent Frank Cody of Detroit in his annual report. The time is undoubtedly coming when practically every adult in the community engaged in gainful activity will be attending part-time schools for shorter or longer periods in order to keep pace with social and industrial demands. This means that the schools of the future will be operated more and more at night as well as during the daytime for the benefit of all who wish to take advantage of them.

Curricular and building changes will take place along with this growth and plans for the future must make provision for these changes.

In 1923-1924 Detroit had 163,000 children in its public schools, an average increase in school membership over 1922-1923 of 13,057 or 8.9 per cent. The total elementary membership was 126,524.

Teachers' salaries for 1923-1924 were $2,000 for kindergarten and elementary, $2,200 for special teachers, $2,600 for intermediate grades and high schools, $4,000 for elementary principals, $5,000 for intermediate principals and $5,500 for high school principals.

THE LOWELL TEXTILE SCHOOL

This school, which was established in 1897 to meet the needs of the textile industries, has had a steady growth. On February 1, 1897, there were thirty-two day and 110 evening pupils. The school year 1922-1923 shows a registration of 261 day pupils and 772 in the evening classes.

The day classes are for pupils who can devote three or more years to preparation for the textile industry. The requirements are equivalent to a four-year high school course. The entrants to the evening classes should have the equivalent of a grammar school education. The four-year course gives the degree of Bachelor of Textile Engineering and Bachelor of Textile Chemistry.

BOOK TABLE

[No publisher or author dictates one line that goes on this page. Nothing is said on this page that the Editor or his official representative does not believe to be true.]

CONTRIBUTIONS TO EDUCATION. Volume One. Edited by J. Carleton Bell, College of the City of New York. Cloth. 364 pages. Yonkers-on-Hudson: World Book Company.

These thirty-two "Contributions to Education" are virtually selected by the New York Society for the Experimental Study of Education of which Joseph K. VanDenburg is president, J. Carleton Bell, secretary, and Otis W. Caldwell, chairman of the Advisory Committee. There are twenty-nine sections ranging from kindergarten to physical training, stenography and typewriting, art and music, with every elementary and secondary school subject with a section. The five members of the Advisory Committee are from Teachers College, New York University, College of the City of New York and the New York City schools.

Of the thirty-two contributions, from twelve to twenty-eight pages each, four are by women, Margaret E. Noonan, Ruth Swan Clark, Leta S. Hollingsworth, and Mabel Skinner; fourteen are from Columbia University in some of its schools, eight are from the Public School system, five from New York University, and five from other institutions.

THE PILOT ARITHMETICS. Book One, for Grades three and four. By Lou Belle Stevens, New Rochelle, New York, and James H. Van Sickle, who has been superintendent in Denver, Baltimore and Springfield, Mass.

Book Two, for Grades five and six. By Harry B. Marsh, Springfield, Mass., and James H. Van Sickle.

Book Three, for Grades seven and eight. By Harry B. Marsh and James H. Van Sickle.

Teachers' Manual, for Grades one to four. By Lou Belle Stevens and James H. Van Sickle.

Five sets of number cards. Set No. 1, 64 cards, Addition, Substraction, Multiplication and Division. Set No. 2, Addition Facts, 45 cards. Set No. 3, Addition and Substraction Examples, 60 cards. Set No. 4, Multiplication Facts, 45 cards. Set No. 5, Multiplication and Division Examples, 60 cards.

New York and Chicago: Newson and Company.

No matter how many series of arithmetics there are there is always room for one more, and there is likely to be room for one more for several years to come, for there are more than 20,000,000 children studying arithmetic every school day and about one-third of the time of every school day, and the parents of every child have studied arithmetic and we can never make such changes in the arithmetics that the parents will not like or dislike the new book. If they like it that makes it secure and if the parents do not like it the teachers or superintendent will either like it and scrap with the parents or dislike it and scrap with the publishers. All this makes a new series of arithmetics interesting for the reviewer.

We think the Pilot series are a little the most elaborate of any we have seen, for Dr. Van Sickle evidently started in this work with a purpose to make it inevitable that every child who uses this series will be letter perfect. The "Teachers' Manual" means business, leaves a teacher no possible excuse for not doing the right thing in the right way at the right time every time.

The "Teachers' Manual" takes care of the work in the first and second school year without a book, but there are drill cards, five sets, in all 270 cards, adapted to infinite opportunities for practice, especially in the first two grades.

The ruling passion of the "Teachers' Manual," the 270 cards and the 950 pages of the three books is adequate practice to secure perfection in number work for every child whatever his "I Q" in arithmetical talent. The approach to every advance step is so simple and interesting and the progress is so gradual that the slow pupil can advance a little every day, and the scheme is so comprehensive that the brightest pupil can keep a-going.

"The Pilot Arithmetics" deserve immediate attention and their use promises all sorts of desired progress.

THE FOX'S PAW (La Pata de la Raposa). A novel of Spanish life. By Ramón Pérez de Ayala. Translated into English by Thomas Walsh. Cloth. xvi+314 pages. New York: E. P. Dutton and Company.

The Spanish novel has become an object of great interest to American readers and publishers, judging by the number of successful translations that are appearing. We now have a long list of the works of Blasco Ibáñez, four or five volumes of Pío Baroja, a volume of Ricardo León, a volume of Valle-Inclán, and a volume of Concha Espina. Of earlier writers like Pardo Bazán, Juan Valera and Palacio Valdés we have a number of volumes, so that the realization of the worth of the modern Spanish novel is by no means exclusively recent. Indeed, William Dean Howells was much impressed by the nineteenth century Spanish novelists; some twenty years ago he said: "Take the Spanish and you have first-class modern fiction, easily surpassing the fiction of any other people of our time." It is with keenest anticipation that we greet this translation from Pérez de Ayala, and we are not disappointed.

Ramón Pérez de Ayala is universally recognized as one of the best of the younger Spanish novelists. He is well acquainted with England and America, and spent a season at Cornell University as lecturer on Spanish literature. "The Fox's Paw," one of the best-known of his works, here appears in a polished translation by Dr. Thomas Walsh, the brilliant scholar and poet, whose "Hispanic Anthology" has won him an enviable reputation in literary circles. Dr. Arthur Livingston has written an interesting introduction to the book. Both because of its intrinsic merit and because of the excellence of its English rendering, "La Pata de la Raposa" should have a marked success.

THE AMATEUR ELECTRICIAN'S HANDBOOK. By A. Frederick Collins, author of "The Radio Amateur's Handbook." 384 pages, with diagrams and illustrations. Cloth. New York: Thomas Y. Crowell Company.

Mr. Collins, who is the inventor of the wireless telephone and a recognized authority, has here done for the field of electricity in general what he has previously done so successfully for wireless telegraphy and telephony. He takes up, step by step, the various subjects, explaining their component parts in non-technical language, and with the aid of frequent diagrams carrying the reader through to a working knowledge and actual practice. Details as to wiring, contacts, insulations and the like are not slurred over, but are fully covered. The book will prove of service not only to the unaided amateur, to whom it is addressed, whether boy or man, but to every householder who often needs to know handy facts about his house wiring of various kinds, such as bells, or the electrical side of his automobile.

THE EDUCATION OF HANDICAPPED CHILDREN. By J. E. Wallace Wallin, Ph.D., Miami University. Cloth. 410 pages. Boston, New York, Chicago, San Francisco: The Miami Press.

Handicapped children present more and more problems for home, school and society. Dr. Wallin has specialized on the study of the problems they present for several years, and this book is the winnowed result of his scientific-attitude study of various classes of handicapped children, their inheritance and their progeny, their influence upon the industries, public health, public morals and public opinion.

In this study, with Dr. Wallin's interpretations of causes and effects, we get an exceptionally valuable consideration of the relation of feeble-mindedness to high fecundity and degenerate progeny, to criminality, inebriety, social immorality, pauperism and vagrancy.

This is in no sense a "survey" but is the result of several years of intensive study by a scientifically minded scholar.

An important phase of this work is the way in which the author lines it up with the public school, studying how the public school can be adapted to some of the milder forms of handicapped children.

THE NATURE, PRACTICE AND HISTORY OF ART. By H. VanBuren Magonigle. Students' Edition. Cloth. Illustrated. 319 pages. New York: Charles Scribner's Sons.

At a price within easy reach of students is a book in which artists rejoice, a work of art presented to students with artistic teaching art.

The 140 remarkable productions of masterpieces of Greece and Rome, as well as of later artists, all are selected for their availability for students. The chief mission of this most exceptional book is the fact that while it meets the need of students it is also adapted to the laity. It gives enough of "The Nature, Practice and History of Art" to be of real service in school and library, and at the same time can be read with care from cover to cover and will be read with consuming interest by whoever has a taste for art as it is and as it has been.

FITTING THE SCHOOL TO THE CHILD. An Experiment in Public Education. By Elizabeth A. Irwin and Louis A. Marks, both of New York City System. Cloth. New York: The Macmillam Company.

This book is wholly out of the usual. It is an elaborate and explicit statement of an experiment to make the school fit the child.

It was carried on in one of the largest elementary schools in New York City, attended daily by 3,000 pupils. The experiment covered the period from September, 1916, to January, 1922. Its conclusion at this date was due to the introduction of the junior high school into the New York City system, which led to a radical alteration in the character of many elementary schools. Among those affected by the change was Public School 64, the home of the experiment described in this book.The basis of the experiment was a program of co-operation between Public School 64, Manhattan, and the Public Education Association of New York City. Without the help of all the teachers in the school and of the school officials, the experiment would never have assumed the practical form outlined in the study.

To conduct a grading experiment in so large a school necessarily required an extensive amount of psychological testing and research work.

The most important experiment in the school was in actual modification of curriculum. The effort toward the enrichment of the curriculum was made possible by the co-operation of a number of social agencies. The work done in art and music was much more extensive than anything of the kind undertaken by the regular school department, and offered a happy opportunity for the creative spirit of the group of gifted children. Of equal significance was the course in natural science, that led to the establishment of the animal room as the best medium for this type of science teaching.

Valuable assistance has been given by the Boys' Club, which occupies a seven-story building just across the open square from Public School 64. Without access to the splendid gymnasium and swimming pool of this club, and without recourse to its facilities for club work, summer outings, and personal attention to special cases, it would have been impossible to carry out at least half of the recommendations of the psychiatrist, since these were largely concerned with proper after-school activities.

The Children's Aid Society, which maintains a school building just around the corner from Public School 64, generously donated classroom space for special classes. The experiment with a group of normal children was carried on here for one year. The class for cardiopathic children was initiated and grew to its full size under the hospitable roof of this Eighth Street building. The sympathetic co-operation of Miss Emma Sinn as principal of the Children's Aid School contributed very largely to the homelike atmosphere which helped these classes to thrive from the beginning.

A branch of the New York Public Library gave special attention to the needs of the classes for bright children.

ELEMENTARY SPANISH. By William S. Hendrix, Ph.D., Professor of Romance Languages, Ohio State University. Cloth. Illustrated. 190 pages. Columbus, Ohio: R. G. Adams and Company.

Professor Hendrix is unquestionably one of the leaders among the younger group of American Hispanists, and has had noteworthy success as a teacher, as a scholar, and as a writer of textbooks. In this introduction to Spanish for high school and college classes he has produced a beginners' book along original lines, chief among which is the actual use of the language from the very start. The student first hears, then pronounces, then sees, and finally writes, the vocabulary used in the fifty lessons of the book. The material is chosen from data descriptive of Spain and Spanish life, outline maps being the basis for much of the instruction in the first few lessons; later lessons are based upon pictures of places in Spain. Ample provision is made for oral as well as written exercises, emphasis being placed rather on the former. Grammar work is subordinate but by no means neglected, being taught rather by example than by precept. All the instruction is done in Spanish, except the grammar explanation, and even that may well be carried on in Spanish also. Appendices contain full verb paradigms and an excellent summary of the principal constructions in Spanish grammar and syntax. The usual vocabulary is provided. The typography is excellent; indeed, the entire book is unusually attractive mechanically without sacrifice of durability. Teachers desiring a reliable, teachable book upon a modified direct-method plan for their Spanish classes need look no farther; Mr. Hendrix has met the need.

BOOKS RECEIVED

"Thought Test Reader." For first and second grades. By F. J. Prout, Emeline Baumeister, Nellie Mischler and Helen Renner. Illustrations by Ruth Mary Hallock.—"American Citizenship Practice." By R. V. Harman, H. R. Tucker and J. E. Wrench. New York: The University Publishing Company.

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EDUCATION IN ACTION

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Four hundred and twenty pupils were graduated from Sacramento's elementary schools on Friday, February 6. They came from the many schools of the city, but they were graduated as one body, assembling for that purpose in the High School auditorium. Similarly clad, singing together, and without social distinction, they entered the great auditorium, and it required no vivid imagination to see in them Democracy personified. This union of the graduates from all elementary schools has characterized the graduation exercises in Sacramento during the last twelve years. In summer the exercises are held in the open air.

The Health Education Division of the American Child Health Association offers the American Association of Teachers Colleges $1,000 for a European Traveling Fellowship. For particulars address the American Child Health Association, New York City.

Rev. W. C. Winslow of Boston left by will $100,000 to Hamilton College, Clinton, N. Y.

Ohio State University has recently received gifts totaling $400,000 for its College of Medicine.

The State University of Ohio owns sixty milligrams of radium, which is one-fortieth of all there is in the world. This sixty milligrams is sufficient to give off 1,200,000 rays a second for 1,050 years and will then have half of the quantity left.

Duke University succeeds Trinity College in North Carolina, receiving in consideration of the change of name $6,000,000 and also thirty-two per cent. of the income of $34,000,000 more. For eighty-six years the college has been the seat of Southern Methodist education in the state. It will sacrifice nothing of its Christian principle or spirit by having the largest income probably in the South.

Shrewsbury, Mass., has had keen public interest in all schools through an elaborate series of scholastic contests.

Leon O. Smith, assistant superintendent, Omaha, who was on the faculty of the State University of Washington last summer and of the State University of Wyoming in 1923, will be on the faculty of the State Teachers College, San Diego, this summer session.

In Sacramento, California, the School Department has its own administration building wherein are centred all activities of the Department. The development department, with its school physician, three nurses, dentist, and dental hygienist, has its office in the building. Therein, too, are the various offices of the supervisors of physical education, manual training, kindergarten, music, domestic training, and drawing. In the building also is the office of the attendance department. The Parent-Teachers Association has its headquarters in the building. There are suites of rooms for the superintendant and his educational force, and for the business manager and his force. The Commissioners of Education have rooms there in which they meet. A storeroom for supplies and books is on the lot. The building concentrates school activities, and supplies a long-left want.

The Parent-Teacher Association of Oregon issues the "Oregonian Parent-Teacher, a magazine for education and child welfare," a 32-page monthly which is liberally supported by Portland business men. It is in its fourth volume.

It is announced that an effort will be made to elect a resident of New Haven to the Yale Corporation as a successor to Chief Justice Taft, who has decided to retire at the next commencement. The home city has had no representation on the corporation for several years.

Dr. R. H. Keniston, Dean of the Cornell Graduate School and professor of Romance Languages and Literatures, has accepted the same professorship at the University of Chicago. He has a leave of absence from Cornell for the second term of this year, and he will spend the spring in Europe.

Vassar students gave a surprise party for President MacCracken and Miss Jean Palmer, head warden, on February 7, in celebration of their tenth anniversaries in office. A fund of $1,000 was presented to President MacCracken, to be known as the Henry Noble MacCracken Fund, the income of which will be used to purchase books on medieval subjects, for the college library. A personal gift was given to Miss Palmer.

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Edward Stevens Harkness, New York railroad magnate and widely known as a benefactor to Yale University, his alma mater, has just made a gift of $100,000 to Wellesley College, for the erection of a new dormitory. A condition of this gift is that the college must raise an additional $300,000 for the same purpose before April 1, 1925.

The Student Curriculum Committee of Vassar College has undertaken a survey to determine how students spend their time. Every girl has been requested to check each day, in a specially prepared booklet, the time spent on study of each subject as well as the time used in exercise and on extra-curriculum activities for which the Dean's office gives no credit. The survey was suggested by the fact that a few girls had kept similar records with interesting results. It is hoped that the survey will help to determine: The number of hours per week that students should be expected to study; the relative amount of time required by different courses; in what subjects, if any, "snap courses" are given; the relation between the amount of study and the marks received; and the connection between time given to extra-curriculum activities and academic marks. It is likely that reliable and helpful data will be secured since the survey is conducted by a committee of students under a guaranty that no information will be divulged that will injure any student.

The traffic problem at school crossings was singularly difficult in San Francisco until the Chief of Police organized the "student police." In each grammar school is a company consisting of a captain, two lieutenants, two sergeants and twenty-two privates, all boys. They conscientiously and proudly perform their duties, assembling long before school opens in the morning and remaining on duty half an hour after school is dismissed. They guard every crossing approach to the school, and regulate the traffic. If a car fails to observe a signal, the number is reported to the traffic chief at police headquarters. When the plan was first announced it aroused vigorous opposition, many people believing it would be dangerous for the boys. But with more than a year of operation not a boy on the reserve has been hurt, and, better still, no school children have been hit at any of the school crossings.

SYRACUSE UNIVERSITY

A specially endowed department of citizenship and public affairs opened last fall at Syracuse University as a part of the College of Liberal Arts, aims to provide the entire student body with broad training for the duties of citizenship. It is the purpose of the founder of the school to impress upon university men and women the responsibility of becoming well-informed and competent leaders in public affairs, to assist in training teachers for the high schools and colleges in modern methods of instruction in government, and to prepare selected men and women for careers in civic administration and research and for an intelligent official relation to the general public and modern public organizations, local, state and national.

Tufts College has always maintained an honorable position among the leading colleges of New England. Encouraging evidence that the traditional standards of this institution are maintained is found in the announcement that twenty-seven students have been advised to withdraw on account of low standing, and that more than one hundred have been put on probation.

When the question of admission to college is under consideration, a candidate may well be given the benefit of a doubt, but whoever fails to show the ability and disposition to do college work satisfactorily should be required to withdraw promptly. Vast numbers of young men and women now seek admission to the colleges. Among them are many who lack the native ability, ambition, and industry to do creditable work. College standards should not be reduced to the level of achievement of such students.

Professor-emeritus R. H. Richards, '68, member of the first class and one of the leading members of the faculty of the Massachusetts Institute of Technology during all of his active career, addressed the Mining Engineering Society February 3. He retired from active service July 1, 1914. He was one of the small group of men on the original faculty whose ideals, vision, scholarship and self-sacrifice laid the foundations for what is now generally regarded as the leading technical college in America. The Richards Laboratory at the Institute was named in his honor.

A book which will be issued soon by Professor Alfred M. Tozzer, of the department of anthropology, Harvard, entitled "Social Origins and Social Continuities" gives interesting accounts of the superstitions of college students. Fully twenty-five per cent. carry lucky pieces, such as amulets and coins.

Examination periods are the seasons in which the superstitions of college men are at their height. Among the practices resorted to are the wearing of a special lucky necktie or a lucky suit, sitting in the same relative seat in the examination room and refraining from shaving on the day of an examination. Attendance at chapel on the morning of an examination is believed by many to increase the probability of high marks.

Columbia University has raised its tuition fee to $300.

Much of the vast amount of information accumulated by the United States Department of Agriculture and agricultural colleges and experiment stations is being made available to teachers of agriculture, nature study and allied subjects in elementary and secondary schools through the Division of Agricultural Instruction.

A great medical centre is to be established in New York by the fusion of the Presbyterian Hospital, the Medical School of Columbia University and many other medical groups. The joint building of the hospital and university medical school, at Broadway and 168th street, upon which work was begun January 31, will cost $10,000,000. It will form the nucleus of a group of structures which will afford exceptional facilities for scientific research, study, and the treatment of the ills of mankind.

In a recent address, speaking of the pitfalls of society unknown forty years ago, Dr. Augustus O. Thomas, Maine State Commissioner of Education, declared: "The youth of the day are not responsible for present conditions, for they have been brought on by the elders, and children are but victims of circumstances. Adult life needs to be cleaned up and higher moral standards need to be established."

Norwich University, Northfield, Vt., is free of debt for the first time in 106 years.

Seventy-six students have been required to withdraw from the University of Colorado during the Fall quarter on account of poor work.

MEETINGS TO BE HELD

APRIL

2, 3, 4: Fifth Annual Educational Conference, Ohio State University, Columbus, P. R. Stevenson, Secretary.

23, 24, 25: Annual Convention, Eastern Arts Association, Springfield, Massachusetts. Frank E. Mathewson, Jersey City, N. J., Secretary.

JUNE

28-July 4. National Education Association, Indianapolis, Indiana.

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